
Here's an Instant Activity for September 20, 2004



STRATEGY FOR SPELLING SUCCESS

For most learners, spelling well doesn't just happen. It is the result of a conscientious spelling curriculum that:

1. provides a menu of skill-building activities that range in sophistication to teach critical concepts at a student's own level,
2. uses assessment to gather information to target word study to the specific words each student has not learned from among all previously introduced words in the program, as well as to identify skills not yet mastered,
3. equips teachers with guidelines for spelling expectations in everyday writing that increase as students develop as writers, making the classroom a rehearsal for real-world writing, and
4. proposes multiple opportunities to engage parents in the acquisition of spelling skills with their child.

This Instant Activity helps teachers achieve item number 1 above—and item number 4, if the activity is assigned as homework.



LEVEL OF DIFFICULTY

Approximately Grade 4



PURPOSE

Concept: Opportunities for authentic test-taking practice prepare students for taking standardized format tests.

Skills: proofreading, editing, following directions, spelling high-use words



SUGGESTED USE

This Instant Activity can be used to complement Level 4 of the Spelling Sourcebook Series. Often at the fourth grade level, students benefit from standardized test format practice. This practice is included in *every unit* in Levels 5–8 in “Proof It.” To make the activity authentic, the items for proofreading are not limited to only those words and skills included heretofore in the students' instruction in the Series. Further, the formats of the tests parallel standardized test formats to help students develop test-wise skills prior to their taking an actual standardized test.



TEACHING DIRECTIONS

Print the Instant Activity and distribute a copy to each student. Ask students to silently read the directions to determine what they think is expected. Discuss the directions to confirm their meaning. Tell students the activity is timed—you will tell them when to start, when they have 30 seconds left, and when to stop (about five minutes).



1. different	agian	important	again
2. almost	before	thoughtful	almost
3. enough	famaly	finally	family
4. answer	number	earthth	earth
5. severel	above	many	several
6. rember	space	draw	remember
7. warmer	perhaps	either	either
8. possable	probably	hundred	possible
9. simpel	common	nothing	simple
10. insted	caught	bottom	instead
11. piece	langauge	learned	language
12. already	compleet	full	complete
13. third	animals	weathar	weather
14. music	else	baautiful	beautiful
15. explain	become	themselfs	themselves
16. mountain	maesure	circle	measure
17. couldn't	wo'nt	there'll	won't
18. freind	build	although	friend
19. system	goverment	quite	government
20. voice	special	american	American



FOLLOW-UP

Correct the tests, or have students self-check. If the latter option is chosen, make a transparency from the blackline master for use on an overhead projector. Discuss each item. Model the thinking students may do to eliminate two words that are spelled correctly (e.g., "Let's see. I'm sure of the spelling for different, and pretty sure that important is spelled right. I don't remember if again is *ai* or *ia*, but it doesn't look right to me. It is my choice.").



FOR MORE

For more activities to teach all the essential skills and concepts, and to develop a total spelling and language-related program, use the Spelling Sourcebook for your grade level. Further extend the concepts and skills in the Spelling Sourcebook Series with Word-Wise Sourcebook Two for third and fourth grade.

To reinforce essential languages skills and concepts for lower performing learners in fourth grade, use Word Skills in Rhythm and Rhyme, Level 3, featuring General Spaghetti, and the Level 3 Core Word Activity Cards. Word Skills in Rhythm and Rhyme extends language learning with six chant-along rhymes introduced on CD-ROM and followed up with over 100 blackline master practice pages. Springboard from the Core Words to more words with the Level 3 Core Word Activity Cards. Level 3 includes the top 335 Core Words on a 3.5" x 6" card, with a grade-specific activity on back.

To learn about the Series:

Request our free, on-loan Overview Video by calling 888-WE-SPELL (888-937-7355). The video can also be ordered through our web site: www.sittonspelling.com.

To learn how to use the Spelling Sourcebook Series:

1. Attend a seminar that explains and demonstrates lessons that reflect the Spelling Sourcebook methodology. For more information, visit www.sittonspelling.com. Click on the Training tab at the top of the page, then click on Seminar Schedule.
2. Use the **NEW** TUTOR ME Training Video/CD-ROM for your grade level either on your own or in a small group. Rebecca Sitton guides you through a complete unit, tells you exactly what to do, and why. Set aside about two hours to acquire complete expertise, or learn about each part of a unit as you need it. Invite parents to discover how their child will be learning to spell with the Parent Introduction. Visit www.sittonspelling.com for more information.

To order your SPELLING SOURCEBOOK:

Northwest Textbook Depository

P.O. Box 5608

Portland, OR 97228

800-676-6630

503-639-2559 (fax)

Build Skills and Word Experiences



Name _____, Super Speller

Proof It



Circle the one word in each row that is spelled wrong. Write the correct spelling in the blank.

- | | | | | |
|-----|-----------|-----------|------------|-------|
| 1. | different | agian | important | _____ |
| 2. | almost | before | thoughtful | _____ |
| 3. | enough | famaly | finally | _____ |
| 4. | answer | number | earth | _____ |
| 5. | several | above | many | _____ |
| 6. | rember | space | draw | _____ |
| 7. | warmer | perhaps | either | _____ |
| 8. | possable | probably | hundred | _____ |
| 9. | simpel | common | nothing | _____ |
| 10. | insted | caught | bottom | _____ |
| 11. | piece | langauge | learned | _____ |
| 12. | already | compleet | full | _____ |
| 13. | third | animals | weathar | _____ |
| 14. | music | else | baeutiful | _____ |
| 15. | explain | become | themselves | _____ |
| 16. | mountain | maesure | circle | _____ |
| 17. | couldn't | wo'nt | there'll | _____ |
| 18. | freind | build | although | _____ |
| 19. | system | goverment | quite | _____ |
| 20. | voice | special | american | _____ |